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ABSTRACT

The CRitical Issue Bibliography (CRIB) Sheet describes resources related to summer bridge programs. As state and federal policies increase access to higher education, many institutions have experimented with summer bridge programs to aid new populations in the transition from high school to college. This CRIB Sheet provides an overview of bridge programs, an introduction to specific programs at colleges and universities, a look at the research done on these programs, a directory of programs for students with disabilities, and descriptions of several Internet sites on bridge programs. The annotated bibliography describes 24 resources, all of which are in the ERIC database, and 3 Internet resources. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Summer Bridge Programs

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Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Summer Bridge Programs

As state and federal policies increase access to higher education, many institutions have experimented with summer bridge programs to aid new populations in transitioning from high school to college. These programs vary widely across institutions, based on each institution's goals and perceptions of its needs. Some programs are for academically under-prepared or at-risk students, some are for low-income or minority students, while some are for academically gifted students. In some programs the students live on campus, while others are day programs. In certain programs, students earn college credits, while others concentrate on remedial instruction. Most programs are geared toward improving students' academic and study skills, and easing the transition from high school to college by orienting the students to college life. The goal of all of the programs is to increase students' chance for success in college. This CRIB Sheet provides an overview of bridge programs, an introduction to specific programs at colleges and universities, a look at the research done on these programs, a directory of programs for students with disabilities, and several Internet sites on bridge programs.

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Overview

ED442421
Kezar, Adrianna. (2000). *Summer bridge programs: Supporting all students*. ERIC Digest.
Over the last thirty years access to higher education has expanded markedly. Remediation and support programs, including summer bridge programs, have grown in response to the needs of international students, non-English speakers and disabled students, and others who need help in gaining an equal footing with other students. The other main thrust of these programs is to retain these new populations within higher education.

EJ479879
Kluepfel, G. A., & Hovland, M. (1994, Spring). Developing successful retention programs: An interview with Michael Hovland. *Journal of Developmental Education, 17*, 28-30, 32-33.
Michael Hovland, the senior consultant at Noel-Levitz Centers, responds to questions about summer bridge programs and other retention programs, Rutgers' retention model, faculty reactions to retention programs, the impact of retention programs on institutional

mission, administrative involvement in retention, student assessment, retention efforts for special populations, and retention models that do not work.

EJ393880
Oberlander, S. (1989, May). More universities offer summer sessions that give high-school students a glimpse of rigors to come. *Chronicle of Higher Education, 35*, 44, A31, A33.
Several hundred universities now sponsor summer sessions that offer high school students the opportunity to live together on their campuses for several weeks, take college-level courses, and visit local attractions. Institutions have realized the financial value of keeping dormitories and classrooms filled during the summer months.

Specific Programs

ED264462
Buck, C. B. (1985 February). *Summer bridge: A residential learning experience for high risk freshmen at the University of California, San Diego.* Paper presented at the Annual Meeting of the National Conference on the Freshmen Year Experience, 4th, SC, February 18, 1985.
The University of California, San Diego (UCSD) has developed and implemented a 4-week summer residential program designed to improve students' academic performance and to integrate them into university life. Targeted students are low-income, educationally or culturally disadvantaged, or from five minority ethnic groups, who have had poorer academic performance and retention rates than traditional students in the past. Retention rates for Bridge students through graduation have dramatically improved to equal the university-wide rate and Bridge students have become campus leaders.

EJ460459
Busser, J. A., & Others. (1992). Balancing the rigors of academic study. A summer enrichment program for minority students. *Journal of Physical Education, Recreation and Dance, 63*, 8, 32-35.
Illinois' academic summer enrichment program, the Principal's Scholars Program (PSP), enables minority high school students to reside at the university and prepare for the transition to college life. PSP balances academic pursuits with opportunities for personal exploration and leisure involvement. PSP's Lifestyle Enhancement Program promotes the likelihood of future success.

EJ446274
Cordero, C. (1992 Winter). Healing the Earth: Through programs in environmental restoration and waste management, the tribal colleges are working together to solve the nation's most pressing environmental needs. *Tribal College: Journal of American Indian Higher Education, 3*, 8-10.
Describes "Promoting Environmental Restoration/Management for American Indians" (PERMA), a joint effort of all Indian controlled colleges to create certificate programs in environmental and waste management. PERMA includes a summer bridge program to

build science/math skills; a core academic transfer curriculum; a vocationally oriented two-year option; and short-term training opportunities.

EJ350844
Dalke, C., & Schmitt, S. (1987 March). Meeting the transition needs of college-bound students with learning disabilities. *Journal of Learning Disabilities, 20,* 3, 176-80.
The article describes Project ASSIST, a five-week pre-college summer program to help learning disabled students adjust to the university environment at the University of Wisconsin-Whitewater. The program emphasizes six components: affective support, diagnostic evaluation, academic reinforcement and instruction, strategy training, awareness of support services, and general campus awareness.

EJ574980
Gancarz, C. P., Lowry, A. R., McIntyre, C. W., & Moss, R. W. (1998 Summer). Increasing enrollment by preparing underachievers for college. *Journal of College Admission, 160,* 6-13.
Describes Southern Methodist University's College Prep (CP) program, a competitive eight-week summer program that offers denied applicants the opportunity to gain fall admission.
EJ461485
Gold, M. (1992). The bridge: A summer enrichment program to retain African-American collegians. *Journal of the Freshman Year Experience, 4,* 2, 101-17.
A four-week summer program at Georgia State University prepares entering African-American students for college work through instruction in mathematics, reading, composition, study skills, word processing, tutoring, academic and career counseling, mentoring, and follow-up. The program has been well received and succeeded in enhancing retention.

EJ572054
Healy, P. (1998 September). Using six weeks in the summer to offset four years of poor training in high school. *Chronicle of Higher Education, 45,* 4, A36-A37.
The City University of New York (CUNY) and the New York City Technical College (New York) piloted an "immersion" developmental-studies program for CUNY applicants who failed one or more of three admissions assessments (reading, writing, mathematics). If successful, the program may serve as a case study for remediation reform. The program increases student self-confidence as well as skills.

EJ480942
Morrow, C., & Morrow, J. (1992). Whose math is it, anyway? Giving girls a chance to take charge of their math learning. *Initiatives, 55,* 3, 49-59.
Describes structure and pedagogy of the SummerMath Program at Mount Holyoke College, a six-week summer program designed to provide for female high school students an environment that would address deficiencies in their mathematical education. Demonstrates connections between SummerMath approach and new scholarship on women's education. Includes a brief summary of the state of mathematics education for women.

EJ570816
Ness, J. E. (1998, Winter). Creating a path to the future: The circle of learning project. *Winds of Change, 13*, 1, 16-17.
At a two-week pre-college program at Fond du Lac Tribal and Community College, Minnesota, at-risk American Indian students, adult students, and staff address preparatory skills for life after high school. Students explore their individual learning styles, personal career interests, self-advocacy, problem solving, study strategies, cultural identity, and necessary work-related behaviors.

EJ479877
Robert, E. R., & Thompson, G. (1994, Spring). Learning assistance and the success of underrepresented students at Berkeley. *Journal of Developmental Education, 17*, 3, 4-6.
Describes the University of California, Berkeley's current undergraduate population, affirmative action and diversity programs, and retention programs targeting minority students, including the Summer Bridge program and Student Learning Center. Identifies factors critical to successful retention.

ED327825
Rosenberg, L. C., & LaRosa, B. V. (1990, November). *College learning strategies: A retention model for at-risk students.* Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
The Pre-College Summer Institute (PCSI) at the University of Hartford, College of Basic Studies, is a five-week, five-days-a-week program designed to evaluate and prepare marginally acceptable students for the college's entering freshman class. Students selected for the PCSI program have SAT scores within specific ranges and have particular problems with motivation, focusing on goals, attendance, time management, and commitment to task. Problems include lack of available statistics and information about the preceding classes, little follow-up after students leave the program, and scheduling of classes.

Program Research

ED318385
Ackermann, S. P. (1990, April). *The benefits of summer bridge programs for underrepresented and low-income students.* Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
The 1988 cohort of students enrolled in the Freshman Summer Program/Transfer Summer Program (FSP/TSP) were tracked through their first two quarters, collecting both attitudinal and academic data. Data from 265 students suggest that summer bridge programs can help facilitate students' transition and adjustment to university life and improve their academic performance and persistence rates. FSP/TSP has proven that a strong curricular component can help teach students how to participate and succeed in an academic environment. The programs can also help underrepresented and low-income students adjust and adapt to university life and help them become members of the campus community.

ED315102
Fitts, J. D. (1989, March 27-31). *A comparison of locus of control and achievement among remedial summer bridge and nonbridge students in community colleges in New Jersey.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
A study was conducted to determine whether participation in a summer bridge program influenced students' locus of control and improved their performance in community college. A comparison was made between two groups of full-time student participants in a state-supported academic and financial aid program for disadvantaged students. One group attended a six-week summer bridge program before attending one of five community colleges. The control group did not attend the bridge program. Study design and findings are discussed.

EJ433111
Garcia, P. (1991). Summer bridge: Improving retention rates for underprepared students. *Journal of the Freshman Year Experience, 3,* 2, 91-105.
California State University's Summer Bridge program, a pre-enrollment course for underprepared freshmen that focuses on improving basic skills and familiarizing students with the university environment, has been successful in increasing first- and second-year retention rates for its first three student cohorts.

ED322835
Guthrie, L. F., & Guthrie, G. P. (1998, August). *Minority retention and achievement: Evaluation of the California State University Summer Bridge and Intensive Learning Experience Programs. Final Report.* Long Beach, CA: California State University.
This final report evaluates California State University's (CSU) Summer Bridge and Intensive Learning Experience (ILE) programs. The underlying objective of both programs is to increase the enrollment and retention of underrepresented groups in the CSU system. The Summer Bridge program is a three- to six-week residential program for incoming students. The program provides instruction in English and Mathematics, academic advising, counseling, and orientation to the university experience. This final report summarizes findings from the first three years of the programs.

ED337213
Miller, M. F. (1990, August) *1990 Pre-freshman summer program: Post-program self-study report.*
In 1990, Queensborough Community College (QCC) conducted a Pre-Freshman Summer Program (PFSP) to improve first time freshmen's basic verbal and mathematical skills and to ease students' transition from high school to college by orienting them to college life. PFSP services were available to any student who had not passed the Freshman Skills Assessment Program tests. Outcomes of the program are discussed and recommendations based on those outcomes are enumerated. Data tables and charts showing student, teacher, and tutor characteristics and outcomes information are also included.

ED394536
Santa Rita, E., & Bacote, J. B. (1996, February). *The benefits of college discovery: Pre-*

freshman summer program for minority and low income students.
The College Discovery Prefreshman Summer Program (CDPSP) at New York's Bronx Community College is a six-week summer bridge program providing minority and low-income students with career counseling, study skills, and intensive instruction in English, reading, and mathematics. To determine the effects of the program on participants' academic, personal, and social development, a study was undertaken of the 52 students enrolled in the 1993 CDPSP. Academic outcomes were tracked through the students' first 2 semesters and questionnaires were mailed in February 1994 to gather data on students' attitudes regarding the program. Data tables are appended.

ED256275
Suhr, J. (1980, October). *Study of the 1978 Summer STEP. The Summer "Bridge" Program at the Learning Skills Center, University of California, Davis.* October 1980.
The summer "bridge" part of the Special Transitional Enrichment Program (STEP) at the University of California (UC), Davis, was evaluated with attention to first-year academic performance and retention. STEP is an orientation and academic program to help low-income and minority students make the transition to the university curriculum. A comparison was made of specially-admitted freshmen who attended summer STEP with those who began STEP in the fall. Findings are discussed.

ED311760
Wiener, H. S., & Everson, H. T. (1988) *1988 prefreshman summer program. An evaluation report.*
The results of the City University of New York's 1988 Pre-Freshman Summer Program are presented. Information is included on program growth, the students, achievement (reading, writing, and mathematics), and transition to college.

ED370048
York, C. M., & Tross, S. A. (1994, March). *Evaluation of student retention programs: An essential component.* Paper presented at the Annual SUCCEED Conference on Improvement of Engineering Education (1st, Raleigh, NC, March 314, 1994).
Many programs have been implemented at postsecondary institutions to improve student retention, especially that of minority students. This paper examines the theory and practice of program evaluation in retention-focused programs. An example is presented of a quasi-experimental approach to assessment by evaluating a five-week summer bridge program designed to help minority students adjust to college life. The survey, which was developed in six stages, did show that the program helped students prepare for and adjust to college, but the survey did not document the program as an effective retention intervention. A number of ongoing evaluations are recommended for measuring retention effectiveness.

Directory of Programs

ED434593
Harrison, L., & Gardner, D. (1999). *Summer pre-college programs for students with disabilities, 1999.* Washington, DC: American Council on Education, HEATH Resource

Center.
This document lists summer pre-college programs for students with disabilities who are seeking to prepare for college and to enhance their college performance. The programs listed here do not require students to have been admitted to the college nor do they include programs required as a precondition of acceptance into the regular academic program. Programs are listed by state and by institution, and include a brief description of the program, as well as program cost and contact information.

Internet Resources

Arizona State University
Summer Bridge Program
Description of 2002 Program
http://www.asu.edu/duas/bridge/

Auburn University College of Science and Mathematics
Summer Bridge Program
Report on 1998 Program
http://carver.sem.auburn.edu/dropin/bridge/bridge98.html

California State University
Fresno Summer Bridge Program
Description of 1999 Program
http://studentaffairs.csufresno.edu/eop/bridge/

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